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This publication is designed to provide teacher educators and educational innovators and decision makers with information that will help them to manage change. In the first section, "Pressures for Change," societal and reform pressures are identified. The second section, "The Institutional Imperatives," discusses finance, facilities, and curriculum as the major areas of institutional activity affecting planning for teacher education. In the third section, "A Macrosystem for Information Utilization," an ideal dissemination and utilizaton system is outlined. The fourth section, "Some Major Information Resources for Planning Teacher Education," has three subsections: (a) The Research World, Basic and Applied Research and Development; (b) The Practice World: Practice Professions, Produc' Organizations, and Service Organizations; and (c) The Consumer and Government as Protector of Consumer Interests. Each citation in section four includes name of organization, address and telephone number, areas of interest, holdings, publications, and information services. (LP)

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UTILIZATION OF INFORMATION RESOURCES IN PLANNING TEACHER PROFESSIONAL PREPARATION PROGRAMS

by
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and
Marian F. Bendixsen

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CONTENTS

ERIC Abstract and Descriptors v

Introduction. 1

Pressures for Change. 2

The Institutional Imperatives 5

A Macrosystem for Information Utilization 7

The Research World 7
The Practice World 8
The Consumer 9
Government 10

Some Major Information Resources for Planning Teacher Education . 11

The Research World: Basic and Applied Research and Development. 11
The Practice World: Practice Professions, Product Organizations, and Service Organizations 24
The Consumer and Government as Protector of Consumer Interests 42

About ERIC 47

ERIC Order Blank 49

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TOPIC: *Utilization of Information Resources in Planning Teacher Professional Preparation Programs.*

DESCRIPTORS

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*Asterisk indicates major descriptor.

INTRODUCTION

In recent years "planning" has become a byword in education as it has in most endeavors. Certainly, the need for planning in education has been almost universally endorsed and eloquently elaborated upon by a host of commentators. How much actual planning has taken place is another matter.

Planning is much more than a set of techniques; it is a commitment to the idea that change is a way of life and that one cannot ignore it or deflect it. What must be learned is how to manage change and perhaps even how to facilitate positive change processes.

Learning how to be a change agent is not within the purview of this publication. Its purpose, rather, is to present a flow of knowledge that will assist teacher educators to manage change. In the first section, "Pressures for Change," societal and reform pressures are identified. These pressures mandate the need for change and, in turn, the need for knowledge. In the second section, "The Institutional Imperatives," the major areas of institutional activity that bear on planning for teacher education are identified and briefly discussed, e.g., finance, facilities, and curriculum. In the third section, "A Macrosystem for Information Utilization," an ideal dissemination and utilization macrosystem that can be applied to teacher education is outlined. The fourth section, "Some Major Information Resources for Planning Teacher Education," is the largest. In it, major resources are listed and organized in terms of the macrosystem to provide information covering the identified areas of need.

PRESSURES FOR CHANGE

The field of education is dynamic. Fundamental societal changes are influencing education, and momentous changes have occurred rapidly and with little warning. Some of the most influential changes have been identified as follows:

1. The public is demanding, with increasing intensity, evidence of a fair return for money spent for schools.

2. Collective bargaining is a dominant force in the allocation of educational resources and in the general determination of educational policy.

3. Many students have matured intellectually and developed sufficient social and political interest to become restless in a conventional school environment.

4. The pressure of rising elementary and secondary school enrollments has subsided.

5. The problem of educational failure, concentrated in the lower socioeconomic groups of the population, is now generally regarded as a priority for correction within the educational establishment.

6. Issues of race relations in the schools are openly discussed, although progress toward their solution appears to have reached a standstill.

7. Equal opportunity for women has become a major policy consideration.

Present personnel policies including preparation and training will feel the impact of these changes. How those in teacher education might respond in order to deal with these changes is addressed by the New York State Commission, which recently completed an extensive study of its educational system. The commission found in regard to present teacher education practices that they "provide inadequate preparation for those entering the profession and inadequate training for those already on the job."[1]

To correct current inadequacies and meet changing demands, the commission calls for increased teacher productivity and makes several recommen-

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1. Report of the New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education, vol. 3 (New York: Viking Press, 1972), p. 13.2.

dations on how to achieve it. The commission's discussion regarding the need for increased productivity and their recommendations follow:

"In a time of stable or declining enrollment, money to support quality improvements in education will not be easily obtained. During the coming decade budget increases cannot be justified on the clear and simple ground that more money is needed to serve more students. . . . Therefore, since more money cannot be anticipated, teacher productivity must increase to make financial resources available to support improvements in quality."[2]

In discussing preservice training, certification, evaluation, and promotion, the commission notes that quantitative measurement of output should play a larger role in regulating candidates' progress through preservice training programs, in determining their fitness for certification, and in deciding which teachers are eligible for promotion. Accordingly, they propose the following changes from current practice:

1. Reduction in the required number of education courses;

2. Increased practical work in teaching during the training period;

3. Extensive internship programs;

4. Permanent certification only after successful completion of a minimum of two years of internship;

5. Evaluation and promotion based on output;

6. Establishment of a class of teachers to fulfill specialized assignments. This would include teachers for handicapped children, bilingual teachers, teachers of vocational subjects, and reading and mathematics specialists.

With regard to in-service training of teachers, the commission states that "for knowledge about processes of education to be effectively utilized, teachers must be involved in programs to further develop their own skills."[3] Noting the unsatisfactory performance of poverty-area students and non-English-speaking students, the commission gives a high priority to improving the quality of education for these populations.

Yet, few teacher preparation programs prepare staff for the problems encountered in poverty-area schools or equip them to lead bilingual education programs. Still fewer programs prepare teachers to work with others in teams or to use paraprofessionals in the classroom effectively. The commission found that practically no in-service programs appear to focus attention on these problems. Since the present staff of the schools will

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2. Ibid., p. 13.5.
3. Ibid., pp. 13.41-13.42.

make up the majority of teaching personnel during the coming decade, the commission calls for a far greater emphasis on and incentives for in-service training. It does state, nevertheless, that advanced training should reflect the special needs of the school system. To meet these needs, the commission suggests that

1. School systems reserve funds to finance training of their staffs;

2. Such training be directed by supervisors and administrators of teachers and tied directly to teacher evaluation; and

3. Much advanced training could take place within the school, particularly for those who need improved pedagogical skills.

Also, the commission recommends a greater use of television to achieve gains in productivity and proposes that the state gradually begin to equip all schools with facilities for cable or instructional television. In support of more extensive use of television, the commission calculates that for certain topics in the curriculum, either those of a repetitive nature or, for example, those having to do with international affairs, a teacher using television facilities could instruct as many as 54 students--twice the average class size.

Studies such as the one conducted by the New York State Commission occur with regularity in the field of education. They frequently call for comprehensive changes, and reform-minded policy makers, legislators, and citizens seek to implement the recommendations. Thus, in addition to (or perhaps more accurately, in support of) societal changes, there are continuing reform efforts frequently based upon scholarly studies within the field of education.

Aside from societal changes and specific reform efforts, two other forces must be considered. First, we are in the midst of a knowledge explosion that has vastly increased our store of knowledge. Second, there is an expectation that this array of knowledge should be utilized in developing our institutions.

The issue is not so much one of change, but one of the ability to evaluate the pressures for change and then to plan for orderly change. The development of a planning and information utilization strategy can assist both in evaluating the need for change and in identifying and organizing the knowledge to be utilized.

THE INSTITUTIONAL IMPERATIVES

Teacher preparation occurs in a variety of institutional settings--complex universities, single-purpose teacher colleges, community colleges, in-service institutes, research seminars, and colloquiums.

In developing a strategy for planning and utilizing information, it is simplest to use the single-purpose teacher college as the model institutional setting, because this is where teacher preparation occurs in the broadest sense. In *Administrators in Higher Education* Burns identifies areas of major concern and suggests questions that must be asked.[4] The following review incorporates them.

Finance and Budget. Burns notes that the budget is the critical point of control in all enterprises, including academic. Departments wither or grow depending upon the provision of money. Sources of financial support for institutions of higher learning have become increasingly varied in recent years. The broadening of the base from which support is sought is perhaps the most significant trend in the field. An institution not only must identify new sources of support, but also must keep abreast of changes in policy and practices of current sources. Among the most common sources of support there are, of course, the state and federal governments, and alumni gifts are pursued systematically in most institutions. Corporations are providing an increasing share of the financial support. Philanthropic foundations are prime prospects, although a great proportion of their support is earmarked for academic projects and research. With increasing generosity religious denominations are returning to the assistance of institutions that they founded. Civic and fraternal groups are being approached for financial support of colleges, and organized labor may render some support. Finally, the contribution of the individual of wealth is important.

Curriculum planning and organization. Questions concerning curriculum and organization are legion. What are the theories of learning? What new programs are on the horizon? What are the current certification requirements and what are they likely to be? What about specialization in urban education, in bilingual education, in black studies, in vocational education, in programs for the handicapped? What is the proper balance between practice teaching and in-class instruction?

Personnel and personnel services. The enduring concern is to attract and retain competent and talented personnel. What will be the standards in terms of credentials, experience, competence, judgment? Beyond that are questions of teaching loads, contractual arrangements, insurance and fringe benefits, orientation, and retirement policies.

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4. Gerald P. Burns, Administrators in Higher Education: Their Functions and Coordination (New York: Harper & Row, 1962).

Facilities and materials. The physical plant reflects premises of the field. Should the standard classroom have 40 seats or 80? What is the proper balance between small seminar rooms and large lecture halls? What about technology such as computers and closed circuit TV?

Students and student services. For intelligent institutional planning it is necessary to have reliable forecasts of enrollment on a national, regional, and individual institution basis. These forecasts require analyzing and balancing tangible and intangible factors influencing enrollment trends.

Burns groups other questions concerning students into three areas of student services.

1. Student welfare services. Included in this category are psychological programs such as testing and counseling; student health centers; placement offices; financial aids such as loans, scholarships, and part-time jobs; and the myriad things an institution does to keep a student in the classroom operating as an efficient learner.

2. Student activities services. Here are grouped those aspects of collegiate life generally thought of as extracurricular or cocurricular --student government and student organizations for the most part, but expanding to a variety of community services when a student union is included as a campus institution.

3. Student control services. Included here are discipline, admissions, record keeping, supervision of living groups, food service, and foreign student programs.

Contract research. Another important area results from the fact that most colleges and universities are taking advantage of the opportunity to perform research with the support of grants made by federal government agencies, the National Science Foundation, and several hundred private funds and foundations. Such grants provide an opportunity for faculty members to improve their own scholarship and to work for the benefit of humanity, and they provide an opportunity for training advanced students in the techniques of research. Many institutions have come to depend upon such grants for the training of doctoral candidates.

A MACROSYSTEM FOR INFORMATION UTILIZATION

Until quite recently, educational planning has been haphazard, local, restricted to individual schools. However, the essential task of planning is to ensure that educational goals are being achieved. These goals not only include the imparting of essential skills and provision of essential services but also encompass major objectives of American society, e.g., improvement of economic well-being, preservation of democratic government, and improved social relationships. The fulfillment of these goals must be pursued within limited resources--a constraint that requires a careful examination of alternatives. Thus, educational planning demands a comprehensive and orderly flow of knowledge.

According to Havelock, ideal dissemination and utilization (D&U) of knowledge flow consists of five components: basic research, applied research and development, practice, consumption, and government.[5] The research components are comprised of the university and the scientific community; the practice component, of the practice professions, industry, and service organizations. These groups, along with the consumer and government, contribute important features to an ideal macrosystem for information utilization; nevertheless, their contributions may be only partially realized. Their unique contributions and the problems and issues that may interfere with the achievement of full potential within the system are identified by Havelock and are briefly outlined below.

THE RESEARCH WORLD

Promotion of the use of research findings to improve educational practices of schools constitutes one of the functions of planning. The research world specializes in the production, certification, and storage of general and specialized knowledge. The university and the professional scientific society are the organized institutional forms that dominate the research world.

University. The university is recognized as the center of expert knowledge by many observers for virtually every field. It also plays a critical role in the maintenance of culture and the generation of new ideas. The university is potentially the principal societal resource for expert knowledge. This role may be only partially realized because of certain characteristics.

1. The atmosphere of isolation that divides the university from the "real" world,

2. Norms and values that maintain the "purity" of basic research,

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5. Ronald G. Havelock, Planning for Innovation through Dissemination and Utilization of Knowledge (Ann Arbor: University of Michigan, Institute for Social Research, Center for Research on Utilization of Scientific Knowledge, 1971).

3. Independence of basic research scientists, and

4. Decentralization of administration through faculty self-governance.

Scientific Community. The scientific community has a system that conveys information from one scientist to another within each discipline. The system is not so effective in linking research and practice or even basic research with applied research. Associations that are semiscientific in nature may provide a more effective linkage provided they do not become excessively concerned with "purity" and thus deny access to practitioners and developers.

THE PRACTICE WORLD

The "practice world" is constituted of production and service activities--thousands of organizations fulfilling thousands of different functions. It is rather difficult to describe and to study as a whole because of its size and chaotic structure. Typically, specific practice worlds serve specific consumer needs; e.g., medicine, education, agriculture and food production, and law, despite some overlap and interrelatedness. These fields represent distinct social systems, and they are usually studied separately.

The practice worlds are the prime utilizers of research knowledge. Although it is the consumer who benefits from the activities of science, he does so primarily through the manufacturer and the practitioner. They determine what is useful in the scientific warehouse and transform this knowledge into usable forms.

The practice world is subdivided into three subsystems--the professions, "product organizations," and service organizations. These subsystems are complementary; no one of them can effectively do the whole job of serving the consumer. For example, medical needs require a profession of doctors, product organizations to manufacture and distribute drugs and other medical supplies, and service organizations such as hospitals and medical centers to provide intensive care. Educational needs are met by a teaching profession, aided by textbooks, equipment, and facilities provided by various product organizations, in the context of the service organization, the school.

Practice professions. The practice professions are similar to the professions of science in some respects, but there are also important differences. They represent giant national systems for stabilizing and preserving the norms of service in a given area of human need. They are usually dominated by one inclusive and roughly representative organization, the professional association. The association acts in various ways to safeguard and advance the interests of the profession as a whole.

Product organizations. The product organizations constitute the economic basis of our affluent society. However, the product organization both historically and structurally is isolated from the mainstream of

scientific knowledge flow. Its connections with the university are tenuous and sporadic. It has rarely attained competence to seek out and effectively utilize scientific sources of information.

However, in the last two decades a few of the largest industrial corporations have built a greater internal capacity for knowledge retrieval and utilization through research and development laboratories and through the active recruitment of university-trained scientists. These recruits to industry form a major bridge for D&U in the product organization.

Service organizations. The service organizations also transfer knowledge from researcher to user, although their significance varies from field to field. In medicine, hospitals and clinics play an important role. In law, the courts and penal institutions are treated as last-resort mechanisms; the vast majority of legal services are provided by individual lawyers. In education, the school is virtually the only mechanism through which educational services are provided.

Service organizations may be distinguished by the purposes they serve, which has significance for D&U.

1. The service organization may be a convenient home base for the service professionals.

2. It may represent an effort to coordinate service and to provide more complex services than can be provided by individual professionals working alone.

3. It may serve as a mechanism for extending and stabilizing the relationship between practitioner and consumer.

All three purposes are served at least to some degree by almost all service organizations.

THE CONSUMER

The consumer is the third and most important component of the knowledge-flow macrosystem. The system exists for the consumer. Consumers to a considerable degree act as individuals or in small groups in their relations to the practice world. This often puts them at a distinct disadvantage. When the practice world is highly organized and tooled up to do a slick selling job, it may be able to manipulate and exploit the average consumer at will. Most consumers lack the training and the resources to do an effective job of selection and retrieval with respect to the sea of products and services that surrounds them.

Consumers in various categories are becoming aware of their relative vulnerability and powerlessness in dealing with the practice world and are organizing themselves for defense and counter-influence. Following a pattern not unlike the trade union and labor union movements of previous generations, the sixties and seventies have seen the rise of the organized

poor, the organized food shopper, and the organized student, of tenants, legal clients, and even prisoners.

GOVERNMENT

Finally, there is the government, attempting to serve and represent the consumer through influencing the other systems in various ways and coordinating their efforts so that together they will all function as a system to benefit the consumer. The government is also a special type of consumer of knowledge, often directly transmitted by university experts employed as scientific consultants, economic advisors, defense policy analysts, and others.

SOME MAJOR INFORMATION RESOURCES FOR PLANNING TEACHER EDUCATION

Ideally, effective knowledge utilization takes place when subsystems representing the consumer, the practitioner, the developer, and the researcher are interrelated and coordinated in one system. Fortunately for the planner, there are agencies and organizations that have concerned themselves with retrieving, cataloging, and disseminating information.[6]

For the most part, planners in the field of education can find needed information in the areas of interest that bear on teacher education and at the same time make connections with part of the macrosystem for information utilization. While few of the organizations are solely disseminators of information for only one component of the macrosystem, an organization is generally more related to one than another and is so classified.

THE RESEARCH WORLD:

BASIC AND APPLIED RESEARCH AND DEVELOPMENT

American Educational Research Association

1126 16th St., N.W.
Washington, D.C. 20036
Tel.: (202) 233-9485

AREAS OF INTEREST: Persons and organizations conducting research in any aspect of education.

HOLDINGS: Files on persons and organizations conducting research in education; small collection of books.

PUBLICATIONS: *Educational Researcher* (monthly magazine); *American Educational Research Journal* (4 issues a year); *Review of Educational Research* (4 issues a year); books, directories, abstracts.

INFORMATION SERVICES: Answers inquiries within limits of time and personnel; makes referrals to other sources of information; permits onsite use of collection.

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6. With a few exceptions, data on the resources have been taken from Library of Congress, A Directory of Information Resources in the United States: Social Sciences (Washington, D.C.: Science and Technology Division, National Referral Center, 1973).

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AREAS OF INTEREST: Information activities of specific scientific and engineering disciplines, including social sciences and management; management of information, including document-record storage and retrieval, abstracting, indexing, thesauri, dual dictionaries, information systems and centers, secondary sources, machine processing of information, motion pictures, and conferences; and fundamentals of human communications, including linguistics, translation, and learning.

HOLDINGS: Combined holdings of Columbus and Pacific Northwest Laboratories include over 230,000 bound volumes; 550,000 reports; and subscriptions to over 5,000 journals. In addition, numerous specialized information centers maintain unique subject area holdings.

PUBLICATIONS: Issued without charge to a modest mailing list and available on request are *The President's Reports and Annual Review; Published Papers and Articles* (annual); *Science Policy Reviews* (quarterly); *Research Futures* (quarterly); and *Battelle Research Outlook* (3 times a year). Over 1,000 papers are published annually in the technical and trade literature (reprints are frequently available).

INFORMATION SERVICES: Provides specific answers to technical questions, current information on research and development, and reference to scientific and technical documents. Some services are provided free; additionally, some publications for associations or agencies are issued periodically without charge to individuals or organizations engaged in related research and development. Extensive services may be arranged on a contract basis.

Bureau of Education for the Handicapped

Division of Innovation and Development
Research Projects Branch
U.S. Office of Education
Regional Office Bldg. 3, Room 2012
7th and D Sts., S.W.
Washington, D.C. 20202
Tel.: (202) 245-2275

AREAS OF INTEREST: Research and related activities for special education.

INFORMATION SERVICES: Answers inquiries; provides consulting and reference services; makes referrals to other sources of information. Services are available to special education personnel or persons working with the handicapped.

Brookings Institution

1775 Massachusetts Ave., N.W.
Washington, D.C. 20036
Tel.: (202) 797-6000
797-6254 - publications

AREAS OF INTEREST: Nonpartisan research, education, and publication in the fields of economics, government, foreign policy, and the social sciences generally.

HOLDINGS: A library of books, journals, pamphlets, and government documents.

PUBLICATIONS: Brookings publications include books that result from staff research, lectures, and conferences; pamphlets summarizing research findings or analyzing emerging problems; and reprints of articles written by staff members for professional journals. *Brookings Research Reports,* containing summaries of major studies, may be obtained by subscription. An annual report is published early in the fall and is distributed free on request. *The Brookings Bulletin,* which reports news about Brookings activities, may also be obtained free. Individuals and organizations may subscribe to all Brookings publications for a yearly fee, or may purchase individual publications.

Books and pamphlets may be purchased directly from the Publications Division of the institution or ordered through local bookstores. A complete list of publications is available.

INFORMATION SERVICES: The institution organizes and conducts research and conferences on public problems, maintains facilities for independent research, and publishes its research findings. It also conducts conferences and other special programs for government officials and leaders in private life. The library is available for onsite use by visiting scholars but not by the general public. Interlibrary loans are made, and duplication services are provided.

Educational Research Council of America

Rockefeller Bldg.
Cleveland, Ohio 44113
Tel.: (216) 696-8222

ERCA is an independent, not-for-profit, research and development center directed toward improving elementary and secondary education in all major learning areas in order to provide the breadth necessary for structuring a balanced curriculum. Its mission is to improve education continuously so that every child can realize his own inherent worth and be able to contribute humanistically, socially, and functionally to the betterment of mankind.

AREAS OF INTEREST: Curriculum development. The major areas of present curriculum development are child and educational psychology, secondary English and language arts, health and physical education, humanities, mathematics, occupational education, elementary reading and language arts, science, and social science.

HOLDINGS: A collection of innovative curriculum materials, grades K-12.

PUBLICATIONS: Teachers' guides, pupil books, and diversified learning experiences (games, simulations, filmstrips, video tapes, other multimedia activities).

INFORMATION SERVICES: ERCA provides consulting services in curriculum design and content, teaching strategies, administrative services, and evaluation and testing. In-service education in the forms of workshops, conferences, and seminars are held throughout the school year and during the summer months. These services are provided to 21 participating school districts, parochial and public in five states (Massachusetts, Michigan, Minnesota, Pennsylvania, and Ohio) as a part of their participation fee. Services are available, upon request, to nonparticipating schools or school districts for an honorarium plus expenses.

Educational Resources Information Center (ERIC)

National Institute of Education
1200 19th St., N.W.
Washington, D.C. 20208
Tel.: (202) 254-5040

AREAS OF INTEREST: ERIC is a nationwide, comprehensive information system dedicated to the progress of education by transmitting research results and other education-related information to teachers, administrators, education specialists and researchers, public officials, commercial and industrial organizations, and the public. Headquarters is known as Central ERIC to distinguish it from its clearinghouses in the field, which are operated with National Institute of Education support by universities, professional societies, other nonprofit institutions, and commercial organizations. Central ERIC is responsible for the development and operation of the information network of clearinghouses, each of which deals with one or more specific subjects and provides specialized services.

HOLDINGS: Each clearinghouse acquires, abstracts, and indexes the most significant and timely education-related documents that fall within its specialized subject area. The documents include research reports, program descriptions, conference proceedings, and opinion papers. Holdings total over 90,000.

PUBLICATIONS: Citations, abstracts, annotations, and indexing data are submitted by the 16 ERIC clearinghouses to Central ERIC for publication in one of two companion monthly journals: (1) *Research in Education* (renamed *Resources in Education* in January 1975), an abstracting and indexing journal covering chiefly the unpublished reports, which is prepared under contract by Operations Research, Inc., Informations Systems Division and sold by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Copies of most items announced in *Research in Education* are sent to the ERIC Document Reproduction Service, operated under contract by Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. 22210, which sells the documents in either microfiche or hard copy; (2) *Current Index to Journals in Education,* an indexing journal with occasional annotations covering articles in over 700 education and education-related journals, prepared by and available by subscription from the CCM Information Corp., 909 Third Ave., New York, N.Y. 10022.

INFORMATION SERVICES: Central ERIC answers general inquiries regarding operation of the ERIC program, but most information services are provided directly by the clearinghouses themselves.

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DeKalb, Ill. 60115
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ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
Ann Arbor, Mich. 48104
Tel.: (313) 764-9492/764-9493

ERIC Clearinghouse on Early Childhood Ed.
University of Illinois
College of Education
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Urbana, Ill. 61801
Tel.: (217) 333-1386

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oreg. 97403
Tel.: (503) 686-5043

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Dr.
Reston, Va. 22091
Tel.: (703) 620-3660

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One Dupont Circle, N.W., Suite 630
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ERIC Clearinghouse on Information Resources
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Urbana, Ill. 61801
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Las Cruces, N. Mex. 88001
Tel.: (505) 646-2623

ERIC Clearinghouse for Science Mathematics, and Environmental Education
Ohio State University
1800 Cannon Dr.
400 Lincoln Tower
Columbus, Ohio 43210
Tel.: (614) 422-6717

ERIC Clearinghouse for Social Studies/Social Science Education
Social Science Education Consortium, Inc. and the University of Colorado
855 Broadway
Boulder, Colo. 80302
Tel.: (303) 443-1383

ERIC Clearinghouse on Teacher Education
1 Dupont Circle, N.W., Suite 616
Washington, D.C. 20036
Tel.: (202) 293-7280

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, N.J. 08540
Tel.: (609) 921-9000

ERIC Clearinghouse on Urban Education
Information Retrieval Center on the Disadvantaged (IRCD)
Columbia University Teachers College
Box 40
New York, N.Y. 10027
Tel.: (212) 678-3444

International Reading Association

800 Barksdale Rd
Newark, Del. 19711
Tel.: (302) 731-1600

AREAS OF INTEREST: Reading and the development of reading skills; educational psychology.

HOLDINGS: Headquarters maintains a reference-index guide to the approximately 3,000 articles, studies, and reports that have been published by the association. In addition to this index to primarily applied research, the office has a reference-index guide to 8,500 basic research studies concerned with language acquisition, the reading process, and learning to read. The association also has access to standard research reference aids and to the expertise of its members.

PUBLICATIONS: *The Reading Teacher* (8 issues a year); *Journal of Reading* (8 issues a year); *Reading Research Quarterly*; bibliographies; convention proceedings (annual); Perspectives in Reading (annual); Reading Aids Series monographs; NCR, ERIC/CRIER, and IRA publications; miscellaneous publications throughout the year.

INFORMATION SERVICES: Information-exchange services are provided through the national and international conventions and regional and local meetings offered by the association and its councils. Tapes and films on IRA and selected reading topics are available for rental by both members and nonmembers.

National Institute of Education

1200 19th St., N.W.
Washington, D.C. 20208
Tel.: (202) 254-5800

The National Institute of Education, established in 1972, now administers many research activities formerly conducted by the U.S. Office of Education. The agency was established to consolidate federal research and development activities and to strengthen the scientific and technological foundations of education. Many of the programs supported by NIE are conducted by regional educational research and development institutions.

AREAS OF INTEREST: Five priorities of NIE are providing essential skills to all citizens, improving productivity in the education system, understanding and improving the relationship of education and work, developing problem solving capability in education systems, and understanding and developing means of accommodating the diverse educational needs and preferences of various groups and individual children.

HOLDINGS: A 130,000-volume library, including a 23,000-volume collection from the Center for Urban Education, a rare book collection and periodical collection of nearly 500 current titles, microfilm collections of ERIC, and Congressional Information Service and Newsbank.

PUBLICATIONS: *Information*, a quarterly newsletter which provides information about current research activities and the results of NIE projects; miscellaneous reports, works, and conference papers.

INFORMATION SERVICES: Answers inquiries. The library offers an interlibrary loan service, limited bibliographic and literature searches, and reference services. Information also is available from the regional research and development institutions about their own programs.

Appalachia Educational Laboratory, Inc. (AEL)
1031 Quarrier St.
P.O. Box 1348
Charleston, W. Va. 25325
Tel.: (304) 344-8371

CEMREL, Inc.
3120-59th St.
St. Louis, Mo. 63139
Tel.: (314) 781-2900

Center for Advanced Study of Educational Administration (CASEA)
1472 Kincaid
Eugene, Oreg. 97401
Tel.: (503) 686-5171

Center for Occupational Education
North Carolina State University
Raleigh
P.O. Box 5069
Raleigh, North Carolina 27607
Tel.: (919) 737-3127

Center for Vocational and Technical Education
Ohio State University
1900 Kenny Rd.
Columbus, Ohio 43210
Tel.: (614) 486-3655

Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles St.
Baltimore, Md. 21218
Tel.: (301) 366-3582

Center for the Study of Evaluation (CSE)
University of California, Los Angeles
145 Moore Hall
Los Angeles, Calif. 90024
Tel.: (213) 825-4711

Far West Laboratory for Educational Research and Development (FWLERD)
1855 Folsom St.
San Francisco, Calif. 94103
Tel.: (415) 565-3000

Learning Research and Development Center (LRDC)
University of Pittsburgh
160 North Craigh St.
Pittsburgh, Pa. 15213
Tel.: (412) 621-3500

Mid-continent Regional Educational Laboratory (McREL)
104 East Independence Ave.
Kansas City, Mo. 64106
Tel.: (816) 361-7700

National Center for Higher Education Management Systems (NCHEMS) at WICHE (Western Interstate Commission for Higher Education)
P.O. Drawer P
Boulder, Colo. 80302
Tel.: (303) 449-3333

National Laboratory for Higher Education (NLHE)
Mutual Plaza
Chapel Hill and Duke Sts.
Durham, N.C. 27701
Tel.: (919) 688-8057

Northwest Regional Educational Laboratory (NWREL)
400 Lindsay Bldg.
710 S.W. Second Ave.
Portland, Oreg. 97204
Tel.: (503) 224-3650

Research for Better Schools, Inc. (RBS)
1700 Market St.
Suite 1400
Philadelphia, Pa. 19103
Tel.: (215) 561-4100

Research and Development Center for Teacher Education
University of Texas at Austin
Education Annex 3.101
Austin, Tex. 78712
Tel.: (512) 471-1343

Southwest Educational Development Laboratory (SEDL)
800 Brazos St.
Austin, Tex. 78701
Tel.: (512) 476-6861

Southwest Regional Laboratory
4665 Lampson Ave.
Los Alamitos, Calif. 90720
Tel.: (213) 598-7661

Stanford Center for Research and Development in Teaching (SCRDT)
Stanford University
Stanford, Calif. 94305
Tel.: (415) 321-2300 Ext. 4717

Research and Development Center for Cognitive Learning
University of Wisconsin
1025 West Johnson St.
Madison, Wis. 53706
Tel.: (608) 262-4901

National Center For Educational Statistics

U.S. Office of Education
400 Maryland Ave., S.W., Room 3073
Washington, D.C. 20202
Tel.: (202) 245-8704

The National Center for Educational Statistics conducts statistical studies of American education at all levels. It gathers general purpose and program statistics required by the U.S. Office of Education and its clients, analyzes data, prepares statistical reports, and disseminates educational information to a wide variety of users of educational statistics.

AREAS OF INTEREST: Statistical data on elementary and secondary education, higher education, adult and vocational education, public and school libraries, enrollment, instructional staff, high school and college graduates, and the receipts, expenditures, and property of educational institutions.

HOLDINGS: A complete collection of the more than 50 recurring publications of the center; related data from the Bureau of the Census,

National Science Foundation, National Education Association, American Council on Education, and numerous other public and private organizations.

PUBLICATIONS: *Digest of Educational Statistics* (annual); *Projections of Educational Statistics* (annual); *Fall Statistics of Public Elementary and Secondary Day Schools* (annual); *Statistics of State School systems* (biennial); *Opening Fall Enrollment in Higher Education* (annual); *Earned Degrees Conferred* (annual); *Financial Statistics of Institutions of Higher Education* (annual); and more than 40 others.

National Science Foundation

See below for specific addresses.

The National Science Foundation strengthens scientific research and education in the U.S. through the awarding of grants, contracts, fellowships, and traineeships in the physical, biological, social, engineering, mathematical, and environmental sciences.

Education Directorate

The foundation's education program stresses the development of new and more effective ways, in terms of both techniques and costs, of educating people; of developing new approaches to the initial preparation of teachers, technicians, and research scientists; and of improving the in-service training of science manpower in such a way as to bring about sound educational reform at all levels of education. Besides supporting specific types of activities designed to promote the general objectives mentioned above, the foundation encourages experimentation with other new and innovative ways of improving education in the sciences. Many of the new directions in educational reform today are the outgrowth of experiments in science education supported by the foundation as special projects. Each of the education divisions of the foundation will answer inquiries from individuals interested in submitting proposals for projects to improve education in the sciences at the precollege, undergraduate, or graduate level.

Division of Pre-College Education
in Sciences
National Science Foundation
Washington, D.C. 20550
Tel.: (202) 282-7786

AREAS OF INTEREST: Teacher education and in-service training; science curriculum, course content, and educational technologies and techniques designed to reduce the costs and increase the effectiveness of the education process; special science activities for high school students.

Division of Undergraduate
Education in Science
National Science Foundation
Washington, D.C. 20550
Tel.: (202) 282-7770

AREAS OF INTEREST: Short courses and institutes for college teachers; science curriculum, course content, and educational technologies and techniques designed to reduce the cost and improve the effectiveness of the educational process; scientific equipment for instructional improvement; undergraduate student-originated research and study projects.

Library
National Science Foundation
Washington, D.C. 20550
Tel.: (202) 632-4071

AREAS OF INTEREST: Recent research developments in the fields of the physical, biological, and social sciences, science policy, materials research, ocean sciences, and environmental agencies; scientific research and research administration; technological innovations; history and philosophy of science.

HOLDINGS: Over 15,000 volumes, including current English translations of Russian science journals, current college and university catalogs, annual reports of college presidents, and college financial reports.

INFORMATION SERVICES: Answers inquiries, provides reference services, makes referrals, makes interlibrary loans, permits onsite use of collections.

NTL Institute for Applied Behavioral Science

1815 North Fort Myer Dr.
Arlington, Va. 22209
Tel.: (703) 527-1500

NTL Institute was organized in 1947 to apply what behavioral scientists have learned in the last half century about man, organizations, and cultural systems to the problems of individuals, families, schools, businesses, service organizations, churches, industry, and government. It does so by educating men and women to recognize and develop their potentials in response to the array of alternatives in life styles, careers, and patterns of interaction available to them in the 1970s. It works toward keeping change from becoming chaotic by promoting flexibility and innovation and providing help in planning. NTL offers no blueprint for the future but gives leadership in developing alternatives and making choices. It is associated with the National Education Association and the American Council on Education. NTL is organized into five centers: Educational Systems, Development of

Individual Potential, Macro Systems and Community Affairs, Professional Development, and System Development.

AREAS OF INTEREST: All aspects of behavioral science, group dynamics, T-groups, methods of laboratory education, organization development, community change efforts, professional development in the applied behavioral sciences, and individual growth.

HOLDINGS: Small collection of books, periodicals, and reports.

PUBLICATIONS: *Journal of Applied Behavioral Science* (6 issues a year); *Social Change: Ideas and Application* (quarterly); books, monographs, reports. A publications list is available.

INFORMATION SERVICES: Distributes brochures and other documents in answer to inquiries, provides consulting services, makes referrals to other sources of information, permits onsite use of collection, conducts seminars and laboratory training programs.

Smithsonian Science Information Exchange

1730 M St., N.W., Room 300
Washington, D.C. 20036
Tel.: (202) 381-5511

The exchange is a clearinghouse for information on scientific research in progress from all available sources--government, industry and private. It complements the services of technical libraries and documentation centers by providing information about research in progress between the time that a project is proposed or started and the time that results are made available in published form.

AREAS OF INTEREST: Current and proposed research projects in all areas of science, including the life, physical, medical, engineering, agricultural, behavioral, and educational sciences; geographical distribution of research grants; automatic computer indexing and retrieval; comparative indexing techniques; computer dictionaries.

HOLDINGS: Synopses of current research projects, including name of supporting agency, names of principal and associate investigators, location of work, level of effort, dates of active work, and 200-word description of research in progress. The exchange also maintains computer and manual indexes to projects.

PUBLICATIONS: *Water Resources Research Catalogue, Water Resources Thesaurus,* and *Outdoor Recreational Research* (prepared for Department of the Interior); *Abstracts of Research and Demonstration Projects in Social Welfare and Related Fields* (for U.S. Department of Health, Education, and Welfare); other compilations of research records in fields such as urban research, environmental sciences, pesticides, and oceanography.

INFORMATION SERVICES: The exchange answers questions from individual investigators, such as: Who is currently working in specific fields? Where? Under whose support? It provides program administrators with information that can be used to avoid duplication of research effort and to determine the advantageous distribution of research funds, and with information on general trends over a period of years (patterns of research activity, changes in support and personnel, and changes in topical interest). The system is capable of compiling all research records related to a specific topic or any combination of items to answer questions relating to program management or investigator interests. Service charges cover only the output cost (fee schedules are available).

University Facilities Research Center (UFRC)

University of Wisconsin
1025 West Johnson St.
Madison, Wis. 53706
Tel.: (608) 263-2737

AREAS OF INTEREST: Planning and building programming information and research on selected problems with expansion and facilities utilization faced by colleges and universities.

HOLDINGS: Reference materials.

PUBLICATIONS: Monograph studies.

INFORMATION SERVICES: Disseminates copies of center publications in response to written requests.

University Microfilms

300 North Zeeb Rd.
Ann Arbor, Mich. 48106
Tel.: (313) 761-4700

AREAS OF INTEREST: Microfilming of doctoral dissertations (physical sciences, engineering, humanities, social sciences).

HOLDINGS: Doctoral dissertations, masters' theses, books, bibliographies, abstracts, indexes, periodicals.

PUBLICATIONS: *Dissertation Abstracts International* (Section A: *The Humanities and Social Sciences;* Section B: *The Physical Sciences and Engineering*); *Masters Abstracts*; *American Doctoral Dissertations* (annual).

INFORMATION SERVICES: Provides reference, literature-searching, and duplication services for a fee.

Academy For Educational Development, Inc.

680 Fifth Ave.
New York, N.Y. 10019
Tel.: (212) 265-3350

Washington Office:
1414 22nd St., N.W.
Washington, D.C. 20037
Tel.: (202) 293-5960

California Office:
770 Welch Rd.
Palto Alto, Calif. 94304
Tel.: (415) 327-2270

Akron Office:
55 Fir Hill
Akron, Ohio 44304
Tel.: (216) 434-2414
253-8225

The academy is a nonprofit planning organization that assists schools, colleges, universities, governmental agencies, and other organizations with the improvement of their operations and educational programs and with the development of plans for the future.

AREAS OF INTEREST: Education, including planning for higher education, for elementary and secondary schools, and for urban education; development of improved practices in education, including the uses of instructional technology and the management of colleges and universities; development of improved practices in international relations; studies and planning relating to communications, including mass media.

HOLDINGS: Collection of current books, reports, and references in education; instructional technology library of print and nonprint materials (case studies, financial reports, sample courses).

PUBLICATIONS: Reports, books, essays, papers, booklets. The academy's Information Center on Instructional Technology (Washington office) publishes an occasional newsletter. A brochure describing the academy and listing its publications is available.

INFORMATION SERVICES: Provides consulting and reference services; makes referrals to other sources of information. Services are provided on a contract basis and are available to government agencies, founda-

tions, educational institutions and related bodies, and any other nonprofit organization. The Washington office's Information Center on Instructional Technology permits onsite use of its collection by researchers and educators from developing countries.

Management Division

Academy for Educational Development
1414 22nd St., N.W.
Washington, D.C. 20037
Tel.: (202) 293-5960

AREAS OF INTEREST: Higher education administration.

PUBLICATIONS: Reports, bibliographies, directories, specifications, abstracts, charts, models, etc. A brochure describing the Management Division is available.

INFORMATION SERVICES: Answers inquiries; provides consulting and reference services; makes referrals to other sources of information; conducts seminars, institutes, etc. for professional development. Most services are provided free to presidents of four-year colleges and universities and at a nominal charge to other administrators.

American Association of Colleges for Teacher Education

1 Dupont Circle, N.W.
Washington, D.C. 20036
Tel.: (202) 293-2450

The American Association of Colleges for Teacher Education is a national, voluntary, professional association of more than 860 colleges and universities. In addition to its own activities conducted nationally and internationally, it is one of the sponsors of the ERIC Clearinghouse on Teacher Education; operates secretariates for the Associated Organizations for Teacher Education, John Dewey Society, Society of Professors of Education, and International Council on Education for Teaching; and is a major contributor to the development of accreditation standards and funding for the National Council for Accreditation of Teacher Education.

AREAS OF INTEREST: Undergraduate programs in teacher education and graduate programs leading to advanced degrees in education.

HOLDINGS: Small collection of books, periodicals, and reports; extensive ERIC Clearinghouse on Teacher Education collection.

PUBLICATIONS: *AACTE Bulletin*; AACTE reports, directories, monographs, books. A publications list is available.

INFORMATION SERVICES: Answers inquiries, provides consulting services, makes referrals, permits onsite use of collection. Services are provided to anyone interested in teacher education, some as part of membership and others on a cost or fee basis.

The American College Testing Program

P.O. Box 168
Iowa City, Iowa 52240
Tel.: (319) 356-3711

AREAS OF INTEREST: Educational and vocational guidance, assessment, and research in secondary and higher education.

HOLDINGS: 10,000 books, 310 periodical titles; complete set of ERIC research materials on microfiche.

PUBLICATIONS: *Activity* (national newsletter); ACT Research Report Series; ACT Monograph Series; ACT Special Report Series; ACT Essays on Education Series; numerous informational and technical booklets supporting various ACT educational services.

INFORMATION SERVICES: Provides several national guidance-oriented assessment services designed for use by persons in the process of decision making pertaining to entering some form of higher education; provides research, information, and consulting services for use by secondary schools and institutions of higher education. Information on ACT services is available through most high school guidance counseling offices and also through admissions and financial aid offices at more than 2,000 ACT-participating institutions of higher education throughout the nation.

American Council on Education

1 Dupont Circle, N.W.
Washington, D.C. 20036
Tel.: (202) 833-4700

The council serves as a clearinghouse for information on higher education.

AREAS OF INTEREST: Higher education.

HOLDINGS: A small library of books; periodicals; and federal, state, institutional, and other reports on higher education.

PUBLICATIONS: *Educational Record* (quarterly): *Higher Education and National Affairs* (about 40 issues a year); *A Fact Book on Higher Education* (series of pamphlets presenting statistics on higher education); *Report on Questionnaires* (monthly bulletin reporting

current research being conducted by means of questionnaires addressed to colleges and universities). An annual *Publications Catalog* is issued by the Publications Division.

INFORMATION SERVICES: Answers inquiries, locates sources of information, provides consulting services about research planning, permits onsite use of collection.

Institute for College and University Administrators

American Council on Education
1 Dupont Circle, N.W.
Washington, D.C. 20036
Tel.: (202) 833-4780

The institute is a national in-service orientation program for newly appointed college and university administrators dealing with the responsibilities, problems, and opportunities of academic leadership and administrative decision making.

AREAS OF INTEREST: Problems, issues, and opportunities of academic leadership in the administration of American higher education.

INFORMATION SERVICES: Conducts national seminars and professional development programs for new college and university administrators. A program fee is charged, but fellowship aid is available.

American Federation of Teachers

1012 14th St., N.W.
Washington, D.C. 20005
Tel.: (202) 737-6141

AREAS OF INTEREST: Teachers' rights and responsibilities, standards, salaries, tenure, and retirement provisions; aspects of quality in public elementary and secondary education.

PUBLICATIONS: *The American Teacher, Changing Education,* annual conference proceedings, miscellaneous publications.

INFORMATION SERVICES: Answers inquiries about policies and positions; publications available to nonmembers on subscription; teacher internship program.

Bureau of Education for the Handicapped

Division of Personnel Preparation
U.S. Office of Education
400 Maryland Ave., S.W. (2120 ROB 3)
Washington, D.C. 20202
Tel.: (202) 245-9886

AREAS OF INTEREST: Education of the handicapped; training of teachers and other professional personnel in education of the handicapped; educational needs of handicapped children (children requiring special services because of mental retardation, severe emotional disturbances, or impairments of speech, hearing, or vision, or other physical handicaps; captioned films for the deaf.

INFORMATION SERVICES: Answers inquiries; makes referrals; provides advisory services and financial aid for research, teacher training and initiation, and improvement and expansion of resources for education of the handicapped.

Education News Service

Capitol Publications, Inc.
2430 Pennsylvania Ave., N.W.
Washington, D.C. 20037
Tel.: (202) 659-5641

Education News Service is a division of Capitol Publications, a privately owned publishing company.

AREAS OF INTEREST: Education news reporting, specializing in coverage of congressional actions and federal agency programs and activities.

PUBLICATIONS: *Education Daily, Higher Education Daily, Manpower and Vocational Education Weekly, Report on Education Research, Report on Education of Disadvantaged, School Law News, Report on Pre-School Education, Student Aid News.*

INFORMATION SERVICES: ENS provides information primarily through its publications, which are available by subscriptions.

Center for Applied Linguistics

1611 North Kent St.
Arlington, Va. 22209
Tel.: (703) 528-4312

The center, an independent, nonprofit institution, serves as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

AREAS OF INTEREST: Applied linguistics, including teaching English to speakers of other languages, teaching of foreign languages in the U.S. (especially uncommonly taught languages), and incorporating the principles of linguistic science into the American educational system; linguistic documentation; sociolinguistics; psycholinguistics; and general linguistics and phonetics.

HOLDINGS: The center maintains a library of 12,000 books; 500 periodical subscriptions; file of basic information on 275 major languages; and a file of information on local language problems in specific countries. The English as a Foreign Language Collection contains 1,500 textbooks for teaching English to speakers of other languages. A special Arabic Collection comprises over 200 titles on the Arabic language and literature in Arabic, French, and English.

PUBLICATIONS: *Linguistic Reporter* (bimonthly); bibliographies; directories; research reports; books; abstracts; instructional materials in Asian and African languages.

Commerce Business Daily

Office of Field Operations
U.S. Department of Commerce
Washington, D.C. 20230
Tel.: (202) 967-3094

Commerce Business Daily is a publication of the U.S. Department of Commerce.

AREAS OF INTEREST: A daily list of U.S. Government procurement invitations, contract awards, subcontracting leads, sales of surplus property, and foreign business opportunities.

INFORMATION SERVICES: Available by subscription from the U.S. Government Printing Office, Washington, D.C. 20402.

Commerce Clearing House, Inc.

4025 Peterson Ave.
Chicago, Ill. 60646
Tel.: (312) 267-9010

New York Office:
420 Lexington Ave.
New York, N.Y. 10017
Tel.: (212) 689-5233

District of Columbia Office:
425 13th St., N.W.
Washington, D.C. 20004
Tel.: (202) 347-1776

Commerce Clearing House is a privately owned publishing company.

AREAS OF INTERESTS: Topical law reporting, covering a wide variety of fields; government contracts and procurement; private foundations;

federal programs assisting urban areas and institutions of higher education.

PUBLICATIONS: A wide variety of topical law reports, including looseleaf publications such as *Federal Tax Guide Reports, Tax Court Reports, Standard Federal Tax Reports, State Tax Reports, Private Foundation Reports,* and *Government Contracts Reports; College and University Reports,* which includes information relevant to federal and state legislation and court cases, contract grants, research sponsorship, and student aid.

INFORMATION SERVICES: CCH provides information primarily through its publications, which are available by subscription or purchase.

Council of Educational Facility Planners, International

29 W. Woodruff Ave.
Columbus, Ohio 43210
Tel.: (614) 422-1521

AREAS OF INTEREST: Planning, design, maintenance, equipping, operation, and financing of educational facilities; training programs for educational planning specialists.

HOLDINGS: Books, periodicals, reports, films, slides.

PUBLICATIONS: *Guide for Planning Educational Facilities* (1969); *Facility Technology: Catalyst for Learning* (1968); *Vocational-Technical Facilities for Secondary Schools; A Planning Guide* (1970); *What Went Wrong? (Planning Errors To Avoid)* (1968); *Crisis in Planning* (1968); *CEFP Journal* (bimonthly professional magazine); *Selected References for Planning Higher Educational Facilities* (1968); *Abstract Series*, vol. 2 (1970); reprints of various special reports.

INFORMATION SERVICES: Answers inquiries; disseminates research data and publications. Services are subject to the limitations of time and personnel available.

Editorial Projects for Education

1717 Massachusetts Ave., N.W.
Washington, D.C. 20036
Tel.: (202) 667-3344

EPE is a privately owned publishing company.

AREAS OF INTEREST: Higher education news reporting on campus news, court cases, state and federal legislative and fiscal actions, foundation grants.

PUBLICATIONS: *The Chronicle of Higher Education, EPE Fifteen Minute Report.*

INFORMATION SERVICES: EPE provides information through its publications, which are available by subscription.

Education Commission of the States

Lincoln Tower, Room 300
1860 Lincoln St.
Denver, Colo. 80203
Tel.: (303) 893-5200

AREAS OF INTEREST: Education research.

HOLDINGS: The commission maintains a resource center of over 2,000 books, pamphlets, speeches, reports, and published and unpublished papers and over 150 education periodicals.

PUBLICATIONS: *Compact* (bimonthly magazine); *ECS Bulletin* (monthly); *Higher Education in the States* (annual); *Legislative Review* (weekly and monthly); occasional papers.

INFORMATION SERVICES: Answers inquiries; provides consulting, reference, and duplication services; makes referrals to other sources of information; lends materials; permits onsite use of collection.

Educational Facilities Laboratories, Inc.

477 Madison Ave.
New York, N.Y. 10022
Tel.: (212) 751-6214

AREAS OF INTEREST: Design and construction of educational facilities, including classrooms, laboratories, libraries, dormitories, auditoriums, gymnasiums, and other types of facilities.

HOLDINGS: Reports, photos, books, journals, slides, project records, standards and specifications, pamphlets, abstracts, indexes, preprints, reprints, bibliographies, clippings, tear sheets, architectural models of schools, data.

PUBLICATIONS: Pamphlets, reports, newsletters. A publications list is available.

INFORMATION SERVICES: Answers brief inquiries, makes referrals, lends photos of school buildings.

Information Materials Branch

U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202
Tel.: (202) 245-8437

AREAS OF INTEREST: Development, selection, and use of textbooks and related educational materials for elementary and secondary students and teachers; displays and information about research, exemplary programs, and new developments in education.

HOLDINGS: 15,000 books; 100 periodical titles; 2,000 reports; 90,000 microfiche.

PUBLICATIONS: Bibliographies, reports.

INFORMATION SERVICES: Answers inquiries, provides consulting and reference services, permits onsite use of collection. Services are available to educators, including librarians.

Educational Media Council, Inc.

1346 Connecticut Ave., N.W.
Washington, D.C. 20036
Tel.: (202) 296-7248

The council's membership is made up of national nonprofit associations and organizations concerned with educational media. Membership is not open to individuals.

AREAS OF INTEREST: All types of educational media.

HOLDINGS: Small collection of books, periodicals, and reports.

PUBLICATIONS: Reports, books, directories.

INFORMATION SERVICES: Aside from its dissemination and conference programs, the council's services are primarily for its national association members; but its staff will answer inquiries and provide referral services for others as time permits. Consulting services are available on a contract basis.

Educational Testing Service

Rosedale Rd.
Princeton, N.J. 08540
Tel.: (609) 921-9000

Evaluation and Advisory Service

AREAS OF INTEREST: Educational measurement and research; construction, selection, use, and interpretation of tests; scholarship administration.

HOLDINGS: A special library of materials on educational measurement and related areas including a Test Collection, which contains an extensive collection of standardized tests and some experimental tests in education and psychology, publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing.

PUBLICATIONS: *Test Collection Bulletin* (bimonthly); reports, directories, abstracts; indexes; booklets; pamphlets.

INFORMATION SERVICES: Answers inquiries; provides consulting, reference, literature-searching, and duplication services; makes referrals; lends some materials. Qualified persons may have access to materials in the Test Collection. Services are available to educators and specialists in educational measurement and related fields. A charge is made for some consulting services.

Institutional Research Program for Higher Education

This program is designed to aid colleges and universities in carrying out programs of self-study, evaluation, and planning.

AREAS OF INTEREST: Institutional evaluation, self-study, and planning in higher education.

HOLDINGS: Institutional Functioning Inventory, Institutional Goals Inventory, Student Instructional Report, Student Relations to College, the College Student Questionnaires, and the College and University Environment Scales, 2d ed.

PUBLICATIONS: Instruments for self-evaluation of the institution as a whole or of groups within the institution (faculty, students, administration, trustees); reports, interpretive materials, related research in higher education.

INFORMATION SERVICES: Answers inquiries, provides institutional evaluation instruments, data processing services, and professional assistance in research design and data interpretation. Services are for colleges and universities and are provided on a cost basis.

The Foundation Center

888 Seventh Ave.
New York, N.Y. 10019
Tel.: (212) 489-8610

Branch Office:
1001 Connecticut Ave., N.W.
Washington, D.C. 20036
Tel.: (202) 331-1400

AREAS OF INTEREST: Philanthropic foundations and charitable trusts; foundation grants; philanthropy in the U.S. and in principle foreign countries.

HOLDINGS: Files on more than 26,000 foundations and charitable trusts, including questionnaires, financial information, clippings, and other descriptive items; 4,419 annual reports of foundations; more than 200 reels of microfilm of 1970 information returns filed by private foundations with the Internal Revenue Service; 1,113 books relating to philanthropy. An index is maintained by subject of individual foundation grants of $10,000 or more.

PUBLICATIONS: *The Foundation Directory*, *The Foundation Grants Index*, occasional papers.

INFORMATION SERVICES: Provides a telephone reference service for brief, factual data on one or two foundations; provides photoduplicating service from both hard copy and microfilm; permits onsite use of collection by the public. Advice concerning choice of foundations as sources of research funds is *not* given.

Institute of International Education

809 United Nations Plaza
New York, N.Y. 10017
Tel.: (212) 883-8200

AREAS OF INTEREST: International education.

HOLDINGS: The Information and Reference Division maintains a library on higher education and other specialized institutions in the U.S. and abroad containing 5,000 books; 2,200 U.S. catalogs; extensive collection of foreign university catalogs; and vertical file materials.

PUBLICATIONS: *Open Doors* (statistical report); research reports and surveys on international education; handbooks and guides for students in the U.S. and other countries. A publications list is available.

INFORMATION SERVICES: The library is available to the public for onsite use. The Information and Reference Division will provide information on study abroad for Americans and study in the U.S. for foreign students, as well as other information on international education.

International Council for Educational Development

680 Fifth Ave.
New York, N.Y. 10036
Tel.: (212) 582-3970

AREAS OF INTEREST: International progress of higher education, strategies for educational development, modernization and management of systems of higher education.

HOLDINGS: Collection of books, periodicals, and reports.

PUBLICATIONS: Newsletter (quarterly); books; directories; leaflets.

INFORMATION SERVICES: Answers inquiries, provides consulting and reference services.

National Advisory Council on the Education of Disadvantaged Children

425 13th St., N.W.
Washington, D.C. 20004
Tel.: (202) 382-6945

Established by Title I of the Elementary and Secondary Education Act of 1965, as amended, the council submits annual evaluation reports to the President and the Congress on federal education programs for disadvantaged children.

AREAS OF INTEREST: Review and evaluation of the administration and operation of Title I of the Elementary and Secondary Education Act of 1965, including its effectiveness in improving the educational attainment of educationally deprived children and the effectiveness of programs to meet their occupational and career needs; recommendations for the improvement of this title and its administration and operation; desegregation; nonpublic school children; migrant children; neglected and delinquent children in state institutions; the Right to Read program; training of teachers for educationally deprived children.

PUBLICATIONS: Evaluative reports (semiannual); annual report to the President and the Congress.

INFORMATION SERVICES: Mails evaluative reports to inquirers.

National Commission on Accrediting

1 Dupont Circle N.W., Suite 760
Washington, D.C. 20036
Tel.: (202) 296-4197

The National Commission on Accrediting regulates, monitors, and recognizes accrediting agencies for specialized and professional fields.

AREAS OF INTEREST: Recognized accrediting agencies.

PUBLICATIONS: List of recognized accrediting agencies, reports.

INFORMATION SERVICES: Answers inquiries, makes referrals to other sources of information.

National Council for Accreditation of Teacher Education

1750 Pennsylvania Ave., N.W., Room 411
Washington, D.C. 20006
Tel.: (202) 298-7118

AREAS OF INTEREST: Accreditation of teacher education programs.

HOLDINGS: Technical reports.

INFORMATION SERVICES: Provides consulting services on occasion, makes referrals, permits onsite use of collection by researchers having the permission of the institutions involved.

National Education Association

Division of Instruction and Professional Development

National Education Association
1201 16th St., N.W.
Washington, D.C. 20036
Tel.: (202) 833-4337

AREAS OF INTEREST: Educational technology, copyright law revision, teachers' rights in relation to television and other instructional media, accountability, cable television, communications satellites, selection and evaluation of instructional media.

PUBLICATIONS: Booklets, pamphlets, bibliographies, reports.

INFORMATION SERVICES: Answers inquiries, provides consulting and reference services, makes referrals to other sources of information, maintains liaison with governmental agencies and other organizations, encourages and provides for teacher participation in educational technology areas, provides a humanistic link between the teaching profession and the technological society. Services are primarily for NEA members but are also provided to others as time permits.

Research Division

National Education Association
1201 16th St., N.W.
Washington, D.C. 20036
Tel.: (202) 833-5462
833-5473

AREAS OF INTEREST: Most aspects of public elementary and secondary education; salaries, tenure, and retirement provisions for classroom teachers, principals, school administrators, and higher education faculty; school organization and administration; school personnel administration; legal status of teacher and pupils.

HOLDINGS: 20,000 books; over 700 periodical titles; all publications of NEA units, U.S. Office of Education, and other federal government publications; collections of short papers on many aspects of public education, bibliographies, sample report cards, textbooks, and teachers' handbooks.

PUBLICATIONS: *NEA Research Bulletin* (quarterly journal); *Negotiation Research Digest* (monthly, except July and August); special studies of the division issued as *Research Reports* (about 12-15 issues a year); miscellaneous papers; bibliographies. Publications are listed in the *NEA Publications Catalog*.

INFORMATION SERVICES: Answers technical inquiries, provides consulting services, compiles bibliographies, makes referrals, permits onsite use of collections. Services are available to public school teachers and, to a lesser extent, to students and the general public.

National Information Center for Educational Media (NICEM)

University of Southern California
University Park
Los Angeles, Calif. 90007
Tel.: (213) 746-5408
746-6681

AREAS OF INTEREST: Nonprint educational media such as films, filmstrips, phonograph records, transparencies, video tapes, and audio tapes.

HOLDINGS: A computer-based data bank of 200,000 nonprint media listings with annotations.

PUBLICATIONS: Custom catalogs of media holdings and computer printouts of nonprint subject areas; abstracts; indexes.

INFORMATION SERVICES: Answers inquiries; provides consulting, references, and literature-searching services; provides custom cataloging, indexing,

and retrieval services by subject area. Services are provided at cost.

National Instructional Television Center

P.O. Box A
Bloomington, Ind. 47401
Tel.: (812) 339-2203

The center is a nonprofit organization that seeks to strengthen education by developing, acquiring, or adapting television and related materials for wide use as major learning resources. In the planning and production of these materials, NIT works closely with content specialists, teachers and students, education administrators, broadcasters, and national professional associations. The center has its main offices in Bloomington, Ind. and regional offices in the Washington, D.C.; Atlanta; Milwaukee; and San Francisco areas.

AREAS OF INTEREST: All aspects of instructional/educational television; research in and development, production, distribution, and utilization of instructional television; application of technology to education.

HOLDINGS: An archive of films, kinescopes, and video tapes from instructional television from 1956 to the present; raw data and questionnaires from several nationwide studies of educational/instructional television and closed-circuit television; small collection of books, periodicals, and reports.

PUBLICATIONS: *NIT Newsletter* (5 times a year); annual catalog and guide for users of NIT materials; reports. A publications list is available.

INFORMATION SERVICES: Answers inquiries, provides consulting and reference services, makes referrals to other sources of information, lends materials; permits onsite use of collection. Extensive services are provided for a fee. Film and video tape clearances for transmission are provided to selected users for a fee.

National Laboratory for Higher Education

Mutual Plaza
Durham, N.C. 27701
Tel.: (919) 688-8057

The National Laboratory for Higher Education (NLHE) is an independent, nonprofit organization established under Title IV of the Elementary and Secondary Education Act of 1965, whose primary purpose is to develop, test, and introduce products and techniques that will bring about constructive change in schools and colleges.

AREAS OF INTEREST: More effective and systematic organization, administration, and instruction in colleges and universities; improved instructional systems and administrative effectiveness in junior and community colleges; individualized curricula in elementary and secondary schools.

HOLDINGS: 1,000 books; 100 periodical titles; ERIC indexes and microfiche; documents from N.C., S.C., and Va. education coordinating agencies.

PUBLICATIONS: *Educational Development* (quarterly newsletter); *Images* (quarterly newsletter reporting on elementary and secondary school programs and products of the NLHE Center for Individualized Instructional Systems); two reprint and topical paper series: *Instruction and Curriculum* and *Administration and Organization*; reprints; monographs; other publications. A publications list is available.

INFORMATION SERVICES: Provides reference and literature-searching services, provides duplication services for fee.

National Merit Scholarship Corp.

990 Grove St.
Evanston, Ill. 60201
Tel.: (312) 869-5100

The corporation administers scholarship programs for high school students who plan to attend regionally accredited U.S. colleges or universities. Students enter the scholarship competitions by taking the qualifying test at their schools in the fall of the eleventh grade. Scholarship winners are selected on the basis of test scores, academic ability and promise, leadership, and a school recommendation. Winners represent all geographical units of the U.S. The corporation administers two separate and independent scholarship programs: the National Merit Scholarship Program, which is open to all students who are U.S. citizens, and the National Achievement Scholarship Program for Outstanding Negro Students. Students who indicate an interest in the Achievement Program participate simultaneously in the Merit Scholarship Program.

AREAS OF INTEREST: Identification and public recognition of academically able secondary school students.

HOLDINGS: Research reports on academically able students from 1956 to 1971.

PUBLICATIONS: Annual report, *Student Bulletin*.

INFORMATION SERVICES: Answers inquiries.

Regional Special Education Instructional Materials Center

Hunter College
695 Park Ave., Box 101X
New York, N.Y. 10021
Tel.: (212) 360-5531
360-5576

AREAS OF INTEREST: Special education (education of the handicapped child).

HOLDINGS: Books, periodicals, reports, instructional materials.

PUBLICATIONS: Bibliographies.

INFORMATION SERVICES: Answers inquiries, provides consulting and reference services, makes referrals to other sources of information, permits onsite use of collection. Services are available to teachers and other professionals interested in special education.

Society for the Advancement of Education

1860 Broadway
New York, N.Y. 10023
Tel.: (212) 265-6680

AREAS OF INTEREST: Education on all levels, but mainly higher and professional education, in the U.S. and other countries, with emphasis on problems, controversy, theory, and history of educational issues.

PUBLICATIONS: *School & Society* (monthly, October through May); *Report on College and University Enrollments* (annual); technical reports; reviews; reprints; bibliographies.

INFORMATION SERVICES: Answers brief inquiries free, provides consulting services for fee, makes referrals, furnishes location of hard-to-find bibliographic materials.

Southern Regional Education Board

130 Sixth St., N.W.
Atlanta, Ga. 30313
Tel.: (404) 875-9211

AREAS OF INTEREST: Higher education in the South, including aspects of financing, legislation, statistics, organization and conduct of state surveys, planning, expansion and coordination, student assessments, and curriculum planning; continuing education programs; educational television; university computer centers; training and research in nursing, mental health, forestry, and industrial engineering; graduate education

in the agricultural sciences; summer graduate institutes; regional cooperation in provision of necessary academic and professional programs.

PUBLICATIONS: Reports, newsletters, motion pictures.

INFORMATION SERVICES: Provides consulting services, prepares analyses, lends motion pictures. Services are primarily for governors, legislative bodies, state committees, key administrators, and educators concerned with higher education in the member states of Ala., Ark., Del., Fla., Ga., Ky., La., Md., Miss., N.C., S.C., Tenn., Tex., Va., and W. Va.

Computer Sciences Project

AREAS OF INTEREST: All aspects of computer center management and computer science education, research programs in higher education.

HOLDINGS: Collection of books, journals, reprints, bibliographies, pamphlets, clippings, reviews, standards and specifications, technical reports, project records, data compilations, and unevaluated data.

PUBLICATIONS: Data compilations, news releases, pamphlets.

INFORMATION SERVICES: Answers inquiries, makes referrals, disseminates pertinent literature to computer center directors and administrators.

Special Education Instructional Materials and Regional Media Centers Network (SEIMC/RMC Network)

1920 Association Dr.
Reston, Va. 22091
Tel.: (703) 620-3660

The SEIMC/RMC Network is an association of regional centers dedicated to the task of serving special education personnel. These centers share the common purpose to effect improved and innovative practices in the education of handicapped children through more appropriate uses of instructional materials, methods, and media. The collaboration of these centers in an information processing system focuses upon the collection, storage, delivery, and development of instructional materials and media. Qualified persons are informed about the effectiveness and use of these materials and media through various dissemination modes and training formats.

AREAS OF INTEREST: Instructional materials, methods, and media (educational technology); innovative educational practices; pre- and in-service training and information packages; classroom management techniques; individual pupil learning strategies.

PUBLICATIONS: Directories (SEIMCs, RMCs, and Associate SEIMCs; Professional Personnel in Network); *Center-Developed Products Listing; Guidelines for the Establishment and Maintenance of Associate Centers; Procedures Manual on the Establishment and Maintenance of Associated Centers; A Selected Guide to Government Agencies Concerned with Exceptional Children.*

INFORMATION SERVICES: Answers inquiries; provides consulting, reference, and literature-searching services; make referrals to other sources of information. Similar services are provided by each of the regional centers, a list of which is available from the SEIMC/RMC Network Office.

Teacher Corps

U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202
Tel.: (202) 245-8292

The purpose of the corps is to provide better education for students from low-income families; it makes specially trained teachers available to schools with a high concentration of such students.

AREAS OF INTEREST: Education of economically disadvantaged youth; teacher education; teacher internship (on-the-job teaching, community work, and university study); learning patterns of the culturally disadvantaged; experimental education.

PUBLICATIONS: Brochures.

INFORMATION SERVICES: Answers inquiries, provides advisory services.

THE CONSUMER AND GOVERNMENT AS PROTECTOR OF CONSUMER INTERESTS

Bureau of Postsecondary Education

U.S. Office of Education
7th and D Sts., S.W.
Washington, D.C. 20202
Tel.: (202) 245-9865

AREAS OF INTEREST: Postsecondary education, primarily colleges and universities; advancement of quality of, and equal opportunities for, higher education; programs and services involving students, faculty, administration, curriculum, academic facilities, and accreditation; student financial aid, with emphasis on the disadvantaged (grants, loans, work-study, cooperative education, fellowships); counseling, guidance, and other programs to help needy

and/or minority students to qualify for, and remain in, college; institutional financial aid, including funds for developing colleges and universities, land grant colleges, personnel training, construction, and community services.

PUBLICATIONS: *How the Office of Education Assists College Students and Colleges* (updated annually); *Directory of Accredited Postsecondary Institutions* (annual); *Nationally Recognized Accrediting Agencies* (annual); *Preaccreditation Classifications* (annual); newsletters, program manuals, reports, guides, etc.

INFORMATION SERVICES: Answers mail, telephone, and personal inquiries from the public, Congress, the media, other federal agencies, etc. concerning the bureau's programs and related topics. Bureau publications are distributed in response to some inquiries. Information is also disseminated through press conferences and news releases.

Department of Health, Education and Welfare, Regional Offices

Each of the ten regional offices listed below can provide information concerning the functions and services of the Education Division of the U.S. Department of Health, Education and Welfare.

Region I: Conn., Me., Mass., N.H., R.I., Vt.

HEW Regional Office
John F. Kennedy Federal Bldg.
Government Center
Boston, Mass. 02203
Tel.: (617) 223-7205

Region II: N.J., N.Y., P.R., V.I.

HEW Regional Office
Federal Bldg.
26 Federal Plaza
New York, N.Y. 10007
Tel.: (212) 264-4370

Region III: D.C., Del., Md., Pa., Va., W. Va.

HEW Regional Office
3535 Market St.
Philadelphia, Pa. 19101
Tel.: (215) 597-1001

Region IV: Ala., Fla., Ga., Ky., Miss., N.C., S.C., Tenn.

HEW Regional Office
Peachtree-Seventh Bldg.
50 7th Street, N.E.
Atlanta, Ga. 30323
Tel.: (404) 526-5087

Region V: Ill., Ind., Mich., Minn., Ohio, Wis.

HEW Regional Office
New Post Office Bldg.
300 S. Wacker Dr.
Chicago, Ill. 60607
Tel.: (312) 353-5215

Region VI: Ark., La., N.Mex., Okla., Tex.

HEW Regional Office
Federal Office Bldg.
1114 Commerce St.
Dallas, Tex. 75202
Tel.: (214) 749-2634

Region VII: Iowa, Kan., Mo., Nebr.

HEW Regional Office
Federal Office Bldg.
601 E. 12th St.
Kansas City, Mo. 64106
Tel.: (816) 374-2276

Region VIII: Colo., Mont., N.Dak., S.Dak.

HEW Regional Office
Federal Office Bldg.
1961 Stout St.
Denver, Colo. 80202
Tel.: (303) 837-3544

Region IX: Ariz., Calif., Hawaii, Nev., Trust Territories

HEW Regional Office
Federal Office Bldg.
50 Fulton St.
San Francisco, Calif. 94102
Tel.: (415) 556-4920

Region X: Alaska, Idaho, Oreg., Wash.

HEW Regional Office
Arcade Plaza Bldg.
1321 2nd Ave.
Seattle, Wash. 98101
Tel.: (206) 442-0434

Office of Equal Educational Opportunity

U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202
Tel.: (202) 245-8484

AREAS OF INTEREST: School desegregation; in-service, desegregation-related training of school personnel; employment of desegregation specialists in school districts; aid to school districts for reducing racial isolation or countering the educational effects of racial isolation.

PUBLICATIONS: Reports.

INFORMATION SERVICES: Answers inquiries, provides consulting services, and arranges with institutions of higher education for teacher institutes to help school personnel deal with desegregation problems.

Student NEA

1201 16th St., N.W.
Washington, D.C. 20036
Tel.: (202) 833-5526

A membership organization of college students enrolled in teacher education programs.

AREAS OF INTEREST: Develop in education students an understanding of the education profession, provide for a national student voice in matters affecting their education, influence conditions under which prospective teachers are prepared.

PUBLICATIONS: *Student Impact* (5 times a year).

INFORMATION SERVICES: Funds and grants, training and leadership sessions, and research services are available to student members. Publications are available to nonmembers by subscription. Answers inquiries regarding policies and recommendations for the improvement of teacher education and education generally.

ABOUT ERIC

The Educational Resources Information Center (ERIC) forms a nationwide information system designed to serve and advance American education. It was established by the U.S. Office of Education and is now administered by the National Institute of Education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published and unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the National Institute of Education, which provides policy, coordination, training funds, and general services to the clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

TEACHER EDUCATION AND ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the Association of Teacher Educators; and Instruction and Professional Development, National Education Association. It is located at One Dupont Circle, Washington, D.C. 20036.

SCOPE OF CLEARINGHOUSE ACTIVITIES

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes the preparation and continuing development of all instructional personnel, their functions and roles. As of March 1973 the Clearinghouse has also been responsible for selected aspects of health, physical education, and recreation. While the major interest of the Clearinghouse is activities in the U.S., it also is interested in international aspects of these fields.*

The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with the pre- and in-service preparation of school personnel; the profession of teaching; and health, physical education, and recreation.

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Office of Education Research Reports 1956-65	369.24
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